

'An Exceptional, Nurturing Environment with the Highest Ambitions for Learning'

School Context:

Previous Inspection Date: June 2019	Judgement: OUTSTANDING
SPT School Improvement Partner: Deidre Fitzpatrick	

Pupils on roll	Actual: 104	Commissioned: 104					
Age range of pupils	2-19 (currently 4-19 years on roll)						
Gender	Boys: 66%			Girls: 34%			
Needs type	SLD: 34% (35)	ASC 13% (14)	PMLD: 17% (18)	SLC: 19% (20)	MLD: 7% (7)	PHYSICAL: 9% (9)	VI: 1% (1)
Ethnicity	White Cornish: 48%	White British: 48%	Other: 3%		Undisclosed 1%		
Pupil Premium/Non	Pupil Premium: 40% (42)			Non-Pupil Premium: 60% (62)			
Number of CIC pupils	4 (4% of population)						
Banding:	A+ - 6% (6)		A – 32 % (34)		B – 31% (33)		
	C – 27% (28)		D – 4% (3)		E – 0%		
Attendance (2022-23)	86.9% (National benchmark for special schools 85%)						

Curnow School is member of Special Partnership Trust working collaboratively alongside four other special schools and four Area Resource Bases (SPT conversion date 01.09.16). Curnow School is located on two sites (Lower School, Illogan EYFS - KS2 and Upper School, Redruth KS3 - Post16).

QUALITY OF EDUCATION

Outstanding:

The school meets **all** the criteria for a good quality of education **securely** and **consistently**.

The quality of education provided is **exceptional**.

In addition the following apply:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good:

Intent:

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition (if this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about)

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (if this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about)

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. (if this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about)

Pupils study the full curriculum; it is not narrowed. In primary schools. A broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9. (if this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about). The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.

Implementation:

Teachers have good knowledge of the subject (s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that causes unnecessary burdens on staff or pupils.

Teachers create an environment that focusses on pupils. The textbooks and other teaching materials that teachers select - in a way that does not create unnecessary workload for staff - reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.	
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.	
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well	
Impact	
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	
Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in qualifications obtained. Teacher assessment grades from 2020 and 2021 will not be used to assess impact.	
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.	
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	
Self-Evaluation	Evidence
<p>INTENT: The embedded curriculum is ambitious, it is coherently planned to identify 'end points' which ensure all learning remains part of a well-planned sequence. Learning remains personalised; the curriculum demonstrates breadth & balance in its content enabling all pupils to access core National Curriculum subjects & address outcomes identified within EHCP's.</p> <p>Teachers demonstrate consistently high expectations resulting in all pupils making at least the anticipated progress over time; no pupil is disadvantaged by the curriculum they study. The curriculum is planned in tandem with two personalised learning/ curriculum routes which secure effective delivery of the key skills, knowledge and understanding pupils can acquire. Curriculum routes secure outstanding outcomes in developing pupil's academic achievement, independence, engagement and social & communication skills which additionally supports their wellbeing.</p> <p>The sequenced / balanced curriculum is informed via long term planning in each subject area which ensures the school builds upon/ embeds prior learning which prepares all pupils well for their next stage. There is an emphasis on the core curriculum subjects but breadth is ensured through the creative and understanding the world curriculum areas.</p>	<p>Curnow School Curriculum Organisation – core, creative and understanding the world</p> <p>Subject areas intent, implementation and impact statements</p> <p>Schemes of Work (all subjects/ key skills) identify 'end points'</p> <p>Personalised learning pathways</p>
<p>IMPLEMENTATION: The effective organisation of the curriculum is demonstrated via distributive leadership, the school has a well- embedded model of middle leadership which secures a good knowledge of subjects taught. Middle leadership roles and responsibilities identified, inform practice securing the CPD needs of the teaching staff within the school are identified/ addressed. Middle leaders take responsibility for the audit/ development plan of their subject reporting to the Curriculum Governor accordingly in accordance to the well-embedded schools self-evaluation framework/ policy.</p> <p>Teachers maintain high quality teaching due to their in-depth knowledge of pupils' fundamental well-being & academic needs; adapting teaching and learning styles accordingly.</p> <p>Peer to peer coaching and mentoring provide opportunities for staff to share and benefit from best practice in meeting the diverse needs of all pupils. Any gaps in knowledge/skills are</p>	<p>Curnow school bespoke curriculum & schemes of work</p> <p>Subject monitoring reports</p> <p>Curriculum Governor reports</p> <p>Teacher observation</p>

identified via lesson observations, learning walks and subject audits and acted upon swiftly to ensure the highest quality of teaching and learning.

We have further developed our lesson observation process by reducing the level of 'stress' teachers were feeling through formal lesson observations. We now have lesson visits on a termly basis where subject leads and members of the SLT will join a lesson and follow this with a professional conversation around strengths and areas of development to support teacher's development and improve the quality of teaching and learning.

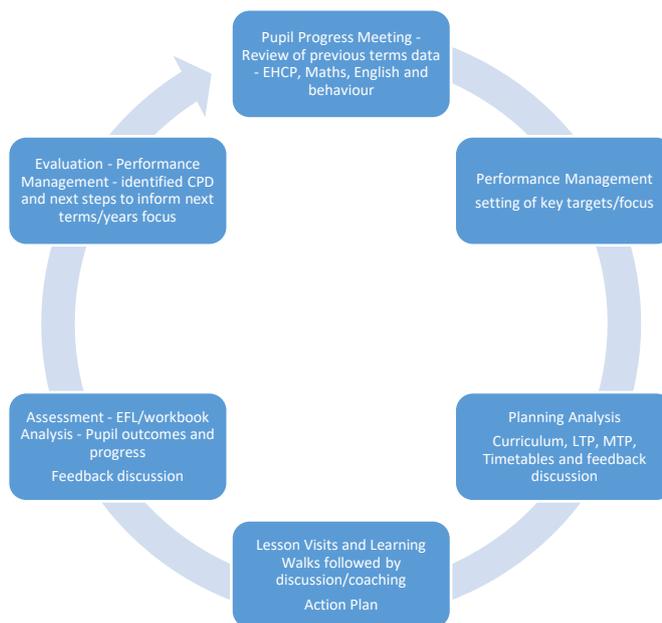
We have alongside this further developed a robust process to monitor planning, assessment and evidence through termly meetings with individual teachers and groups of teachers to share best practice, support teacher professional development and ensure that the quality of teaching is consistently outstanding across the school.

reports (inc work scrutiny)

Data headlines 2022-23

QoTQoL meeting records and associated action plans

Coaching cycle over the term



Through the established & effective use of assessment/ moderation practice, teachers identify bespoke learning outcomes which secure knowledge is applied, building upon skills learned; teachers always remain responsive to pupil's needs/ understanding and address any misconceptions.

Systems for assessing and recording pupil progress against EHCP outcomes and associated targets are well established and ensure the needs of individuals are continually being revised and developed ensuring no pupil falls behind.

The high quality, creative and personalised learning environments are designed to optimise learning and are used effectively, they are a particular strength in our schools.

Teaching is well paced, effectively resourced, lively and creative, often building on pupil's own interests; this ensures high levels of engagement and enthusiastic learners.

Teachers embed literacy (including phonics) and numeracy exceptionally well across the curriculum using bespoke reading, writing and maths profiles equipping the pupils with the necessary skills to use and apply their learning & make progress. Our primary aged pupils ranked Reading in their top 3 favourite subjects (2023 pupil survey).

The English Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles. Reading is taught through phonics and other elements of the reading rope. Students are placed into

CPD records

Learning walk record

Monitoring visit records

strands (sensory, emergent, conventional learners) in line with the evidence based practice adapted from Comprehensive Literacy for All. This ensures that the instruction received in phonics follows best practice guidance and maximises learning opportunities. This is closely monitored by the English lead and CPD is planned in accordance with findings of monitoring and learning walks.

We strive to provide all pupils, regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of English can offer by enabling the pupil's to use the skills they gain to choose and adapt what they say, read and write in a functional way in all areas of everyday life.

Clear routes for progression ensure pupils are both challenged and well equipped with the correct knowledge and skills required for future learning, possible employment as well as life beyond education.

We have further developed our home learning offer for pupils that are able to learn but not able to be in school or where school access for pupils is restricted. The emphasis remains on prioritising attendance and home learning is only used when the alternative would be no education. We have developed a robust offer with clear assessment and monitoring in place to support pupil progress.

Home learning offer and monitoring process

IMPACT:

The three main learning groups within the school (SLD/ ASC/ PMLD) benefit from personalised learning pathways; fundamental to any learning pathway is the school's response to outcomes identified via EHCP's which are fully implemented in any one of the pathways being pursued via termly/ therapy programmes. Pupils make excellent progress against their EHCP outcomes:

EHCP Progress for whole school 2022-2023

Emerging: Pupils making no steps of progress	Developing: Pupils making 1 step of progress	Established: Pupils making 2 steps of progress	Generalised: Pupils making 3 steps of progress
0.2%	8.8%	82%	9%

Maths progress for whole school 2022-23

Emerging: Pupils making no steps of progress	Developing: Pupils making 1 step of progress	Established: Pupils making 2 steps of progress	Generalised: Pupils making 3 steps of progress
6%	25%	68%	1%

English progress for whole school 2022-23

Emerging: Pupils making no steps of progress	Developing: Pupils making 1 step of progress	Established: Pupils making 2 steps of progress	Generalised: Pupils making 3 steps of progress
4%	24%	71%	1%

Pupils have excellent attitudes to learning and enjoy their learning as reflected in progress data (including termly/ therapy data) and pupil and parent views:

Pupil Survey Response Spring 2023	Yes	No
I enjoy school	99%	1%
I enjoy learning at school	99%	1%
My teachers listen to me	100%	
My teachers help me	100%	

Parent Survey Response July 2023	Strongly Agree	Agree
The school gives my child the support they need to succeed	94%	6%

Parent Survey

Pupil Survey

Pupil progress data

Accreditation & destination data

EHCP (preparing for adulthood) outcomes

My child does well at this school	90%	10%
The school has high expectations of my child	83%	17%

The intent/ impact of the Maths curriculum is aligned across the SPT; the principles of Maths mastery and the 5 counting principles are used in the delivery of our bespoke Maths curriculum; the impact of this curriculum is evidenced through the progress of our pupils regardless of cohort/ pathway followed.

Assessment systems ensure progress is accurately tracked through well sequenced, small step assessment for all pupils within English, Maths and EHCP outcomes developed through collaborative work across the trust schools.

Priorities for further development (2023-2024)

- To further develop the maths offer across the school, with a continuing focus on the 5 counting principles and the skill of subitising
- To support and further develop the new maths lead to ensure they have the skills and knowledge to successfully lead the subject across the school
- To be ambitious and innovative within our creative curriculum offer, providing opportunities to further develop pupils talents, skills and love of learning
- To fully embed the QoTQoL process focusing on the impact that high quality teaching has on positive outcomes for learners
- Co-plan and monitor EYFS and P16 literacy offer through relevant action plans and lesson observations to ensure relevance and quality of offer.
- Further develop the conventional phonics offer through the introduction of 'Phonics Heroes' (specific TA's within relevant class groups

BEHAVIOURS AND ATTITUDES

Outstanding:

The school meets **all** the criteria for a good in behaviour and attitudes **securely** and **consistently**.

Behaviour and attitudes are **exceptional**.

In addition the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes in their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good:

The school has high expectations for pupils/ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Self-Evaluation

Evidence

Attendance is consistently above the National benchmark for special schools; the attendance policy is rigorous in addressing any persistent pupil absenteeism; where students have long term absence due to ill health the school actively coordinates parents and professionals to ensure that learning continues outside of school, is actively monitored and reviewed. Behaviour in and around school is exemplary reflecting the school's effective strategies to promote high standards of behaviour (Curnow Code & wellbeing plans). Visitors to our school consistently comment on the positive and mutually respectful atmosphere in our school, our pupils enjoy their time in school and this is reflected in the high levels of engagement and progress made. All staff in school demonstrate the highest expectations and ambitions for all pupils and this is reinforced via clear rules and routines which help support pupils to be respectful and polite, caring for others as well as the school and wider community.

Pupil Survey Response Spring 2023	Yes	No
I enjoy school	99%	1%
I enjoy learning at school	99%	1%
My teachers help me	100%	

Through the use of Behaviour Support Pathways, we ensure a proactive approach through informed interventions for individuals or groups with particular needs; as a result, there have been no permanent exclusions in school over the past 7 years despite a number of young people with highly challenging needs being part of the school community.

Fortnightly safeguarding meeting notes with SLT/School nurse/FLO – discuss safeguarding, behaviour and attendance
Home Learning Offer
Attendance Reports (external & internal) and strategy
Pupil Views - My views
DofE Award

<p>We use an online behaviour recording and tracking system (Trackit Lights) to record Level 2 and 3 behaviours within every class. Level 3 behaviours are ‘pulled through’ to Cpoms and the DSL and DDSL are notified of these. The behaviour support pathway is used to support a proactive approach through informed interventions for identified pupils.</p> <p>We use and analyse the Trackit Light behaviour data to identify which pupils need additional support/ strategies to ensure pupil behaviour improves over time through targeted and personalised support. This behaviour data is scrutinised fortnightly to look at trends, identify actions and includes post incident learning for the pupil and how staff can support this learning to reduce the likelihood of the incident reoccurring.</p> <p>The provision at the school actively promotes all aspects of pupils’ welfare; achieved via wellbeing and behaviour plans, personalised learning and via our bespoke PSHCE/ RSE Relationships curriculum offer which identifies throughout each key theme the informed opportunities for pupils to develop/ continue to develop their skills, knowledge and understanding in respect of staying safe/ personal safety</p> <p>The rationale which enables pupils to discuss/ debate issues in a considered way is achieved via our school council aims; school council meets on a regular basis with the named governor who feeds back to the LGB reporting on their positive contribution in strengthening the school community even further.</p> <p>Through our policy statement on Access to training, providers helps students/ families make informed choices about their next stage post school; data has shown that 91% of parents/pupils found it useful and really enjoyed the events and 9% enjoyed and found some things useful.</p> <p>Outcomes of EHCP reviews inform personal learning pathways; key outcomes are mapped for each pupil within the school to secure effective implementation and are reflected within pupil timetables/ school offer (Learning2Learn/ Ready2Learn); this is a unique development designed by the school to secure personalization for each pupil.</p> <p>Our curriculum map identifies how we prepare pupils for their next stage; through the identification of end points, our bespoke learning 2 learn offer identifies through pupil observational frameworks the focus upon skills acquisition in pre-requisite areas.</p> <p>A list of pupils has been collated for pupils who have a well-being plan and/or sensory passports. These are pupils who require addition support at times to regulate their well-being. We have a fully qualified TiS practitioner well-being lead who works with staff as and when required to identify additional resources/activities that may be needed to support pupils</p> <p>CEOP ambassador our computing scheme of work and trackback fully considers the ‘education for a connected world framework’ (identified as good practice by the DfE) outlining the skills, knowledge and understanding pupils will need to keep safe online which secures effective differentiation of key skills for all pupils</p> <p>Our SMSC rationale informs our Curnow Code; bespoke key learning indicators ensure effectiveness within differentiation to pursue SMSC in a meaningful and relevant way. The ‘Curnow Code’ is fully embedded through daily practice and weekly assemblies to celebrate pupils learning and behaviour. Through this Pupils work towards common goals and are able to celebrate their own and others achievements in learning and behaviour.</p> <p>We work closely and collaboratively with the Trusts therapy lead and school based therapy support worker to ensure multi professional working supports pupil wellbeing and has a positive impact on engagement and behaviour. This targeted multi-professional working effectively supports and improves pupils engagement within their learning.</p>	<p>Behaviour data Trackit Lights and Cpoms and EHCP outcomes Behaviour and Well-being plans Behaviour risk assessments</p> <p>Relationships scheme of work SMSC/ Curnow code School council rationale and aims</p> <p>Behaviour support pathway and associated documentation</p> <p>School Wellbeing offer</p> <p>IT scheme of work education for a connected world</p> <p>PHSE/RSE curriculum</p> <p>Team Teach training</p> <p>SITT offer and reports</p>
<p>Priorities for further development (2023-2024)</p> <ul style="list-style-type: none"> • To further develop the role of the attendance lead across the school. • To implement and fully embed the SPT attendance policy and the school attendance strategy. • Further embed a clear and consistent remote learning offer to include the wider curriculum (core areas in addition to EHCP) with clear monitoring and assessment. • Embed systems for post incident learning and debrief. 	

- To work with the Trusts therapy lead and school based therapy support worker to ensure multi professional working supports pupil wellbeing and has a positive impact on engagement and behaviour.

PERSONAL DEVELOPMENT

Outstanding:

The school meets **all** the criteria for a good in personal development **securely** and **consistently**.

Personal development is **exceptional**.

In addition the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is a strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good:

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, social and cultural development is of high quality.

The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Secondary schools prepare pupils for future success in education, employment or training. They use Gatsby Benchmarks' to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8-13. All pupils receive unbiased information about potential next steps and high quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Self-Evaluation

Popular extra curricula experiences (e.g. Music Therapy/Dance/Yoga) provide high quality planned opportunities to further promote pupils engagement aimed at building upon the development of resilience, confidence, independence and physical development, as well as responding to pupil interest and talents (pupils voted Dance as their favourite subject in the latest pupil survey). Teachers set individual targets for pupils within these extra curricula areas. Progress data (2022-2023) evidences the success of such initiatives;

Music Therapy:



Dance:



Yoga:



Evidence

Extra curricula data
Pupil survey reports

Curnow Pledge example
Pupil survey results

Curnow also ensures there is opportunity to develop pupil's interest and talents via the use of our 'Curnow Pledge' the promise links to the views/aspirations expressed by pupils during the EHCP process. Data evidences 100% pupils feel their views are listened to (pupil survey Spring 2023).

We have further strengthened pupil's voice and opinion via the school council. Pupils are taught how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way, allowing pupil voice to be further represented and acted upon.

The school has been proactive in designing a Curnow Code which develops pupil's understanding of British Values. This code is aimed at encouraging pupils to become responsible, respectful and active citizens and find ways they can make a positive contribution to their community. Pupil Voice is further informed via our PHSE/RSE scheme of work which identifies the ends points, sequencing learning across key stages. This provides pupils with the experiences, skills and knowledge to enable them to develop greater autonomy in choice making in relation to their lifestyle and the relationships they will form.

Whole School Culture Day's are scheduled termly to further develop our student's knowledge of the wider world, different cultures and beliefs. These are delivered through a highly inclusive multisensory approach and enhance the delivery of the PSHE/RE offers.

Bespoke SMSC key learning indicators ensure each area provides meaning for all learners, encouraging all pupils to acquire and develop key skills helping them to be thoughtful, caring and active citizens.

The SLT meets regularly with health and social care professionals to provide effective multi agency support for any pupils who have been identified as 'at risk'; this ensures the safety and wellbeing of all pupils remains paramount.

Pupil View (Spring 2023)	<i>I feel safe at school</i>	100% agree
Parent View (Summer 2023)	<i>My child feels safe at this school</i>	85% strongly agree 15% agree

Active promotion of a healthy lifestyle, both mentally and physically is central to all learning. The school follows the practices of TiS (trauma informed schools) and our wellbeing lead has developed a range of innovative wellbeing resources adapted to meet the needs of our pupils which has been rolled out across the Trust, ensuring that established good practice is shared.

Pupil survey (Spring 2023)	
<i>School helps me to be healthy</i>	100% agree
<i>School helps me to be kind</i>	99% agree
<i>School helps me to relax</i>	97% agree

The school has a well embedded Career, Employability and Enterprise Plan delivered from Key Stage 3 to Post 16 which are aimed at increasing the aspirations, skills and possibilities for students begin able to successfully enter the world of work (employment/preparing for adulthood pathways).

There is on-going scrutiny of individual student goals/aspirations supported by appropriate Careers advice during their annual review process; developing their offer further within Year 9 to prepare our young people for adulthood identified via EHCP outcomes.

Careers South West are involved in Post 16 EHCP reviews and offer impartial information, advice and guidance which encourage students to aspire, make good choices and understand what they need to achieve, supporting readiness for their next phase.

School council minutes.

Curnow Code (Lower & Upper)

PHSE/Citizenship/ RSE Curriculum

Planning grids
Culture days timetable and newsletter reports.

SMSC key learning indicators document

PEP/CHIN/CiC paperwork/
Fortnightly safeguarding meetings minutes
Pupil view data (Spring 2023)
Parent view data (Summer 2023)

Staff training – SPT
Wellbeing training annually

Staff training workshop–
Pupil Wellbeing

Events feedback (e.g. careers/ performance)

Careers plan (linked to Gatsby Audit)

<p>The intent of our Careers programme is to provide students and their families with the information and opportunities they require to enable them to make informed decisions about their future learning. We successfully work with local enterprise coordinators and advisors to offer more employer encounters; our careers programme delivers against the eight Gatsby benchmarks. The Headteacher has successfully completed the CDI Certificate in Careers Leadership. The impact of this has been to Lead and manage career development work in the school; Continuously improve career development work and Plan and design career-related learning programmes to support all pupils Yr7-14</p> <p>Regular teacher and TA CPD planned by the subject and area leads ensure that all staff continue to develop their knowledge of subjects such as RSE/PSHE allowing them to effectively support and teach all learners whilst developing their own mental health strategies.</p>	<p>CPD record</p> <p>CPD records</p>
<p>Priorities for further development (2023-2024)</p> <ul style="list-style-type: none"> • Review and develop the enrichment curriculum across both schools. • Further promote students' knowledge of the wider world through assemblies and planned culture days. • Increase staff understanding of Personal Development including how to support pupil independence. • Develop an independence continuum for students. • Introduce opportunities for pupils within Post 16 to explore interests and talents and career opportunities within their home community. 	

LEADERSHIP & MANAGEMENT

Outstanding:

The school meets **all** the criteria for a good in leadership and management **securely** and **consistently**. Leadership and management are **exceptional**.

In addition the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Good:

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including early career teachers, build and improve over time. This includes building teachers' expertise in remote education.

Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposeful.

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transition period.

Leaders protect staff from bullying and harassment.

Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Self-Evaluation

Strong, ambitious and innovative leadership by all leaders (middle and senior), managers and governors ensures that Curnow school is continually seeking to improve practice wherever possible through robust self-evaluation.

Distributive leadership ensures key strategic aims identified within our SPT secures school developments to improve outcomes for our learners.

The Headteacher has successfully completed training as a School Improvement Partner, the role both helps the school in sharing best practice as well as benefitting from linking with schools and building teachers expertise

The school ethos and culture creates opportunities for collaborative working leading to the development of innovative practice (school/Trust/wider partnerships).

Bi-annual focus for every subject area on research and innovation ensures the lead updates their own practice whilst continuing to enthuse and develop staff keeping provision current and of high quality

Staff and resources are effectively deployed ensuring all pupils regardless of cohort make at least expected progress over time.

Pupil Premium and Sports premium is used effectively to secure learning to ensure there are no variations in outcomes for pupil groups.

Evidence

Pupil Premium strategy/report

Safeguarding policies

Staff wellbeing survey

Parent Views

SPT staff wellbeing offer and bespoke training workshops

The school has been innovative in the design of a bespoke Curnow curriculum, fully compliant with all National Curriculum areas and legislation.

Professional development of all staff is informed via our CPD policy; CPD challenges and supports strategic aims and subsequent school improvement initiatives. As a result teaching is highly effective across the school. Identified CPD is aligned with the curriculum.

Effective performance management systems ensure continued development of teaching staff/accountability as well as clear focus on staff wellbeing.

Observations (including learning walks linked to school improvement initiatives) focus upon the teacher standards and Ofsted grade descriptors providing the opportunity to coach and mentor to sustain high quality practice.

Peer to peer coaching and mentoring (both inside and outside the school) provide opportunities for staff to share and benefit from best practice in meeting the diverse needs of pupils as well as quality assuring our offer.

The school responds to local/national initiatives which inform classroom practice /pedagogy improving outcomes for learners.

High quality planning in all lessons ensures that lessons build on prior learning, teaching assistants are well-deployed providing effective targeted support and resources are well matched to the need of pupils and learning outcomes.

Parents are provided with clear and timely information on how their child is progressing; achieved via termly progress meetings, annuals reviews and day to day books, regular open dialogue is kept with all parents to ensure agreed aims are incorporated into EHCP's which inform provision.

Staff CPD records & evaluations

Performance Management records

Curriculum documentation and organisation

Pupil & staff wellbeing action plan

Parent Survey Response July 2023	Strongly Agree	Agree	Disagree
<i>My child does well at this school</i>	90%	10%	0%
<i>The school lets me know how my child is doing</i>	90%	10%	0%
<i>The school makes me aware of what my child will be doing during the year</i>	84%	14%	2%

A well embedded and effective approach to staff wellbeing is delivered from a highly competent team, ensuring staff have a better understanding of how health and well-being can impact upon the work force/work place. Short term staff absenteeism has reduced. Staff report feeling very well supported in terms of their wellbeing. Curnow leads the Trust in continued staff wellbeing focus and development.

Staff wellbeing survey (Spring 2023)	
<i>I feel equipped to identify signs and symptoms that may be linked to a mental health issue</i>	100% agree
<i>If I approached my manager with concerns about my mental wellbeing, I am confident that I would be well supported:</i>	100% agree
<i>My school senior leadership team takes active steps to support the mental wellbeing of all staff:</i>	99% agree

Through the creation of the academic planner and systems of recording/reporting pupil outcomes has enabled teachers to manage work load; new initiatives are supported by informed plans which are realistic in time scales; opportunities to develop such initiatives with SPT colleagues has enabled rigor within pace of change leading to informed practice.

All teachers have received bespoke workshops with a focus on managing workload and effective time management strategies; these strategies are re-visited on a regular basis as part of our wellbeing focus.

We have further improved the quality of the Pupil Premium strategy and impact on disadvantaged pupils. Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Pupil disadvantage (pupil premium and other) is clearly recognised and pupil premium leads work effectively and collaboratively across the trust to further develop strategies both at a school and a wider community level to support pupils outcomes

EARLY YEARS

Outstanding:

The school meets **all** the criteria for a good in the effectiveness of early years **securely** and **consistently**.

The quality of early years education is **exceptional**.

In addition the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless if their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Good:

Intent:

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils with SEND, the knowledge and cultural capital they need to succeed in life.

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for future learning.

There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

The schools' approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. N/A for majority of our learners

The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation:

- Children benefit from meaningful learning across the curriculum.

Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.

Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In doing so, they respond and adapt their teaching as necessary.

Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. Leaders and staff are particularly attentive to the youngest children's needs.

Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.

Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their children's learning at home, including detail about the school's method of teaching reading and how to help their children to learn to read.

Impact

<p>Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</p>	
<p>Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception children achieve well, particularly those children with lower starting points.</p>	
<p>By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. <u>Most children achieve the early learning goals, particularly in mathematics and literacy. N/A for our learners</u></p>	
<p>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.</p>	
<p>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</p>	
<p>Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</p>	
Self-Evaluation	Evidence
<p>Prior to entry, the school establishes links with new families/current educational provider via our Family Liaison worker acting as a conduit for information received securing effectiveness within transition; data sets held by the school evidences that new families feel well informed and all agreed that their child's transition into school was very well organised and less traumatic.</p> <p>Pupils are well prepared for the start of their school career that will bring them success in their future schooling, providing them with the foundations for reaching their full potential.</p> <p>Our EYFS offer ensures that children; build curiosity and enthusiasm for learning, build capacity to learn, form relationships and thrive.</p> <p>Child centred (interest led) planning provides highly motivating activities which are developed out of routines and structures which gives the children the security that they need and actively supports them in demonstrating curiosity, imagination and concentration.</p> <p>The quality of teaching and learning in Early Years provision has been judged consistently good/outstanding for several years, providing a high quality educational experience.</p> <p>Both indoor and outdoor environments are of the highest quality ensuring optimum learning opportunities are maximised throughout the school day and engagement remains high regardless of setting/activity.</p> <p>The staff team are highly skilled and experienced enabling them to deliver a varied and bespoke provision to meet the diverse needs of all learners at the start of their education with us.</p> <p>Parent views are consistently positive and attendance is high to a number of engagement sessions; aimed at strengthening links with home and sharing good practice and learning approaches.</p> <p>Leading innovatively the school has designed and developed the EYFS offer booklet which has been adopted by other schools in the SPT. This provide a concise and user friendly overview of the school offers.</p> <p>Disadvantaged learners make the same or better progress than their peers; effective deployment of the EYFS PP funding links the pupils needs to individualised training packages for all staff as well as personalised resources.</p> <p>Safeguarding is highly effective in our EYFS provision; staff ensure vigilance in the consistent implementation of policies and procedures related to keeping children safe.</p> <p>Through individual targets set from the EHC Plan and via our relationship scheme of work there are well laid plans to enhance children's understanding of how to keep themselves safe in developing positive relationships with others.</p> <p>Assessment is accurate; focussed on children's achievements and based on high quality evidence which informs future planning so that every child undertakes highly challenging activities.</p>	<p>Parent Survey data</p> <p>Early Years Data Report</p> <p>Curriculum Offer</p> <p>QoTQoL meeting records and associated action plans</p> <p>CPD records</p> <p>Parent feedback Parent Progress meeting records (data) School website, parent/carer feedback EYPP report</p> <p>CPD records</p> <p>PSHE/RSE curriculum</p> <p>Yearly reports</p>

Strength of links with parents and other professionals result in a holistic overview of each child's needs and areas for development which are pursued via personalised target setting. This ensures the best possible outcomes for all learners.

EYFS leaders have established a culture which enables pupils to excel, maintaining high standards which consistently secure improved outcomes.

Highly specialist knowledge of conditions, such as Autism, is used to inform the curriculum design and the methods used to teach and engage learners from the moment that they enter school, maximising learning potential and ensuring the most appropriate pedagogy is utilised. Where relevant, children are provided with a bespoke sensory passport aimed at supporting the children's sensory needs and wellbeing. This supports higher engagement in the learning process.

Every opportunity to provide links through interest led learning opportunities to phonics, acquisition of vocabulary and mathematical understanding, as well as social and communication skills is exploited. This is evident in the environment and in lesson observation recording.

A key worker system for our youngest children provides a smooth and supported start to school life, supporting wellbeing and ensuring that early information is gathered to inform on entry data.

Progress data consistently demonstrates that our Early Years pupils are performing well:

Early Years Data 2022/23 (9 pupils)			
	emerging	expected	exceeded
Communication & Language	0%	78%	22%
Personal, Social & Emotional Development	0%	100%	0%
Physical Development	0%	100%	0%

Our EYFS provision caters for all pupils in Reception and Year 1, by the end of Year 1 assessment outcomes determine future personalised learning pathways (Learning 2 Learn/Ready 2 Learn) learners are well prepared for their next stage

The trust has introduced a working model where the school has a designated School lead for the Specialist Intervention Therapy Team. This provides a coordinated approach with multi-agencies focussing on therapies when pupils start at school, enhancing the school offer and having a positive impact at the earliest stage of schooling.

All children within the EYFS phase are supported by staff, trained in the use of TiS approaches to identify and meet their needs. This results in lower levels of dysregulation and challenging behaviour.

Parent Progress meeting records (data)
SITT records
Termly multi agency planning meetings

CPD records
Sensory passport example/record of working with therapy team

Lesson visit /learning walk feedback

EYFS data reports

SITT team notes and reports.

CPD records

Priorities for further development (2023-2024)

- To further develop the music offer in EYFS
- To extend links with parents, increasing information sharing and parent knowledge
- To complete all statutory reporting procedures
- To consistently demonstrate a clear sequence of learning within planning
- To continue to work with trust colleagues and external advisors to further strengthen EYFS offer

POST 16

Outstanding:

The school meets **all** the criteria for a good in the effectiveness of provision of sixth-form **securely** and **consistently**. The quality of sixth-form provision is **exceptional**.

In addition the following apply:

- The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.
- The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.
- Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.
- The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.

Good:

Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. (If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic)

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic).

The school is ambitious for all of its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. (If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic).

Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside of their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.

Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding, systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.

The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.

Teachers encourage students to use subject-specific, professional and technical vocabulary well.

Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.

Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens to staff or students.

Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently

planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.	
Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.	
Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.	
Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.	
The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.	
Leaders and staff create an environment which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse - online or offline. Staff deal with any issues quickly, consistently and effectively	
Students develop an age appropriate understanding of healthy relationships through appropriate relationship and sex education.	
Self-Evaluation	Evidence
<p>Our Post 16 pupils access the ambitious SPT offer addressing core areas of learning and preparations for adulthood via the 3 strands: life skills and independent living, WRL, incl. employability and Health, wellbeing and relationships. Pupils working within the L2L pathway access this curriculum through their personalised learning plan where such strands add value to their learning, this will include access to out of school provision e.g. college. To ensure equity of offer the school works closely with external providers (Enterprise advisers) in identifying access to the work place offering opportunities for pupils to generalise/adapt their skills.</p> <p>Post 16 leads work collaboratively across the Post 16 SPT provision to share good practice and expert knowledge, moderate work and continually look to improve and develop the ambitious provision.</p> <p>Through the creation of learning areas, resources support effectiveness of provision which complements our broad and balanced curriculum offer; these include the further development of the WRL room (workshop), school garden, 'CurnowCreative' (Business and Enterprise), and Life skills area and kitchen</p> <p>We have successfully piloted a framework for our Post 16 offer to secure effective differentiation within the 3 strands of the curriculum (working within the achievement continuum framework). Learning within each strand is part of a well-planned sequence which is personalised and looks to use and apply skills as well as continuing to develop further understanding relevant to their needs and destination. This ensures the development of relative, functional and lifelong learning skills for each pupil.</p> <p>Literacy and numeracy is embedded within all learning (3 strands) to use and apply skills fluently within functional and daily living activities</p> <p>Working collaboratively, leaders promote high expectations in further developing the quality of 16-19 provision; improving the progress and achievement of all learners</p> <p>WRL visits/work experience is a strong feature of our Post 16 curriculum; this is driven by personalised programmes/target setting (aspiration led) and bespoke assessment pathways to secure student progress over time when accessing the world of work</p> <p>Post 16 has a well-established and successful craft industry ('Curnow Crafts' and 'Curnow Garden') which promotes the outcomes of our bespoke WRL curriculum and associated skills, knowledge and understanding of the World of Work (Business and Enterprise)</p> <p>There is on-going scrutiny of individual student goals/aspirations supported by appropriate Careers advice during their annual review process; all reviews are attended by Careers South West who offer information, advice and guidance on future educational pathways –</p>	<p>Curnow School/SPT Post 16 offer</p> <p>Module overview and assessment</p> <p>Compass+ report and development plan (Gatsby benchmarks)</p> <p>Up to date careers plan</p> <p>Informative and current pupil progress folders</p> <p>Post 16 Maths and English progress data</p> <p>EHCP outcome/target data - EFL</p> <p>Parent/student survey data</p> <p>Parent progress meeting notes</p> <p>Student passport/CV</p>

destination data identifies that all students attend college following their educational placement at Curnow

Outcomes identified via our Gatsby audit secure the continued focus upon developing student employability skills and alignment of our school offer this is supported by our Enterprise co-ordinators.

The school has designed an accreditation framework which holds meaning, worth and is aspirational in providing opportunities for all students to work towards obtaining a diploma; this is currently being re-aligned to secure personalization for each student in accordance to curriculum developments identified with SPT colleagues

Following the development of a centralised assessment system to determine student progress over time, the school undertakes moderation with Post 16 leads across our SPT which secures accuracy and quality assurance in assessment outcomes

There is a continued focus on the promotion of personal safety within Post 16, many aspects are covered via cross curricular delivery and taught 'in situ' to provide meaning and relevance

The quality of teaching and learning within our Post 16 provision is consistently good. Progress data within Numeracy and Literacy consistently demonstrates that our Post 16 students are performing beyond the expectations of our SPT benchmark

Pupils are prepared well for their next step through a fully informed transition process. this includes Post 19 educational providers/training, employers (where appropriate) and Careers South West

Every Post 16 pupil will have an up to date 'CV' – 'Independent me' or 'Future me' profile which supports their transition and next steps beyond Curnow school. Allowing for prior learning to be developed and extended beyond school.

EHCP outcomes focus on preparation for adulthood with a focus on transferable skills and understanding by working closely with parents/carers to ensure there is a positive impact within the community that they live.

Post 16 action/development plan

School council – Pupil voice

ASDAN qualification evidence

Post 16 Data 2022/23 (15 pupils)			
	emerging	expected	exceeded
Literacy	3%	88%	9%
Numeracy	0%	97%	3%

Priorities for further development (2023-2024)

- To further develop a clear assessment system for literacy/numeracy and for the preparing for adulthood curriculum
- Ensure that a well-planned sequence of learning is evident across the Post 16 curriculum with a focus on the generalising of skills and the application of functional Maths and English
- To further develop and strengthen sustainable community links within pupils home communities
- To further develop the Post 16 offer and associated environments linked to this offer for all learning pathways
- To further develop the Trusts Post 16 offer through collaborative working and sharing of good practice
- To further promote pupil voice for Post 16 pupils within the writing and production of their 'CV' document – Independent me.